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ABSTRACT

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the third in a series of five, provides an overview of the language development of handicapped and at-risk LEP and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

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MODULE 3: SECOND LANGUAGE DEVELOPMENT & INSTRUCTION

Developed by:

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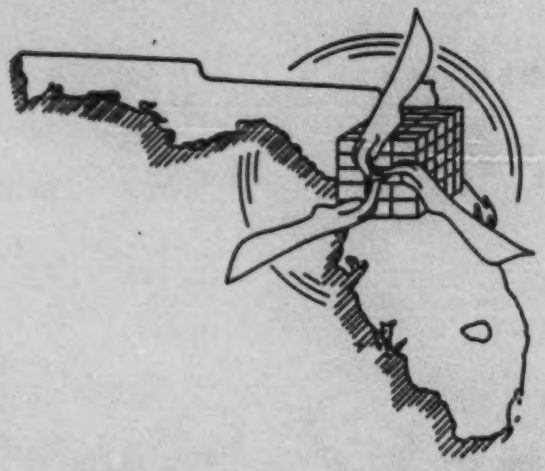

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Bilingual/ESOL Special Education Collaboration and Reform Project

Department of Special Education
University of Florida

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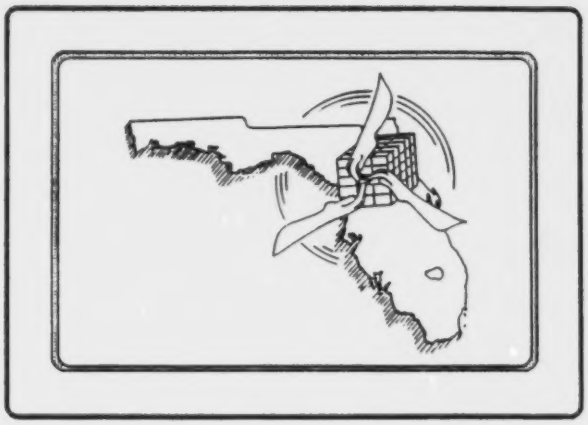
In addition, the editors recognize the collaboration of Susan Brandenburg-Ayers, Kathy Bartyczak, Maria Masque, Elias Maya, Kristina Murray, Joanne Schwandes, Elia Vásquez, and those who reviewed and critiqued this module: Leonard Baca and Pat Shille.

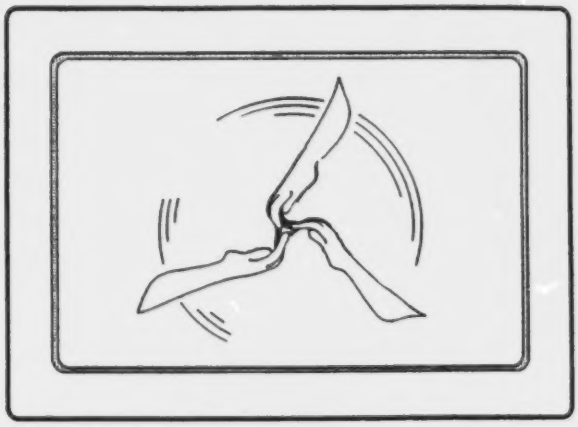
FOREWORD

The essential purposes guiding the development of the Collaboration and Reform project are (a) to **reform** current curricula, (b) to **improve** instructional services for handicapped and at-risk limited English proficient (LEP) students and language minority students, and (c) to provide **innovative** leadership in higher education programs related to programs for LEP persons. Over the past 10 years, the educational personnel training needs in Florida have changed for two reasons. *First*, as a result of high and sustained immigration, Florida has large and growing populations for whom English is not the native tongue. The state has the largest percentage of Hispanic foreign born in the nation and has the fourth largest LEP and non-English language background (NELB) populations in the country. An unknown number of these students are handicapped or at-risk of educational failure. *Second,* personnel training needs have changed due to recent population shifts. Few personnel have been prepared to work with students for whom English is not the only language and who are handicapped or at risk of educational failure. Small sporadic efforts have occurred to address these needs, but the question remains of how to make programs effective in meeting the needs of LEPs while at the same time adddressing the needs of mainstream students. It is clear that collaboration and reform is essential if the state is to ensure that the educational needs of the changing school populations are met. One of the major goals of the Collaboration and Reform project is to enable the University of Florida to increase its effectiveness in addressing these training needs. An important outcome of the project is the development of this series of five modules that will promote the achievement of this goal.

About the Logo...

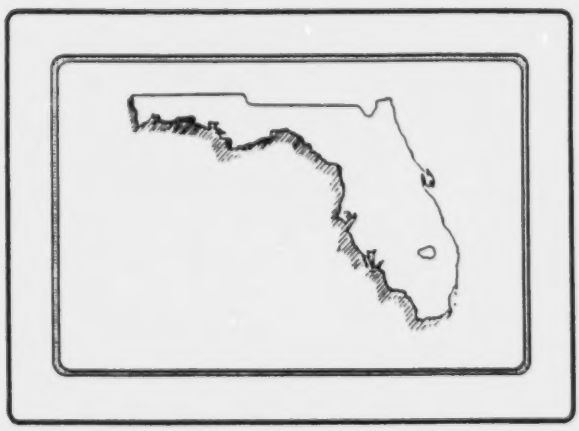


As a word has multiple interpretations representing multiple concepts, so may the Collaboration and Reform Project logo be viewed and interpreted from multiple perspectives. We invite the reader to view the symbols and generate personal interpretations.



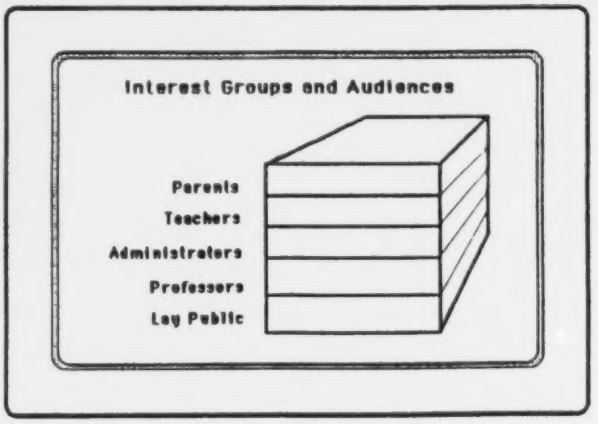
The hands as a propeller...

Hands are a universal symbol of humanity. The hands on the project logo symbolize the concepts of acceptance, protection, and support. The hands representing a propeller in motion may be seen as the evolving nature of the project. As the needs of growing student populations change, so must the concepts of creativity, innovation, and appropriateness in developing and implementing solutions to meet those needs.



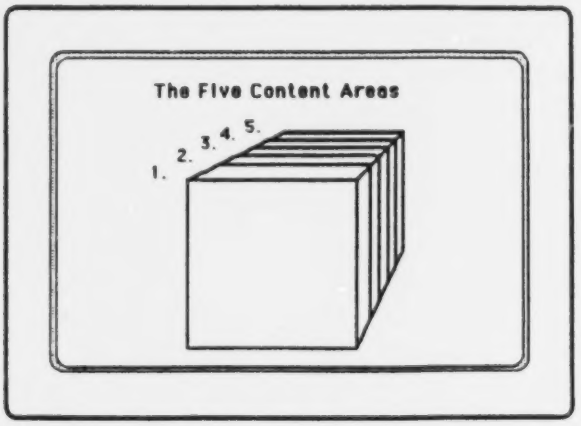
The map of Florida...

Superimposing the symbols of the hands and the cube on a map of Florida symbolizes the statewide scope of the project. Inherent is the development and facilitation of collaboration and communication across the state, as well as beyond the state boundaries.



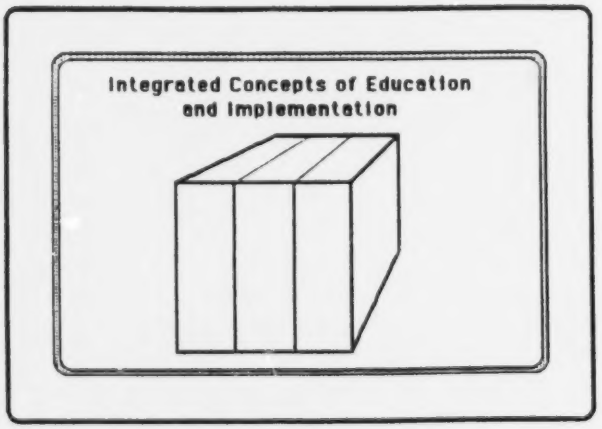
The cube and its first dimension...

The cube is representative of a multidimensional approach to achieving the objectives of the project. One dimension of the cube focuses on the varied interest groups and audiences who share a concern for handicapped and at-risk limited English proficient and language minority populations.



A second dimension of the cube...

A second dimension of the cube addresses specific issues that are critical to the education of language minority populations. To address these issues, the Collaboration and Reform Project has compiled, developed, and field-tested the following five modules: Foundations of Multicultural Education, Second Language Development and Instruction, Language Assessment, Working with Parents, and Transdisciplinary Teaming.



A third dimension of the cube...

A third dimension of the cube represents the integration of the two concepts of education to increase awareness of the needs of the target populations and their families, and implementation of strategies to meet those needs. Because of this project's emphasis on individual accountability, leadership development to accomplish these concepts is also addressed.

MODULES IN THIS SERIES

Module 1, **Foundations of Multicultural Education**, includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Module 2, **Language Assessment**, provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Module 3, **Second Language Development and Instruction**, provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Module 4, **Working with Parents**, addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships.

Module 5, **Transdisciplinary Teaming**, emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of transdisciplinary team members and using interpreters and translators.

ORIENTATION TO THE MODULES

The modules are designed for use by consultants who provide inservice education to teachers and administrators. A comprehensive table of contents is provided so that consultants may select specific topics relevant to their needs. Each section includes a series of critical points to be elaborated upon by the consultant, suggested activities for participant involvement, as well as items formatted for use as transparencies or handouts. (Note that these items are coded "T" or "H" in the table of contents). A list of references and resource materials is located at the end of each module for consultants who wish to provide further training or more information in a given area.

Module 3:
Second Language Development and Instruction

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Introduction to the Module

A clear understanding of how learners develop second language skills is necessary prerequisite knowledge for teachers planning to meet the educational needs of handicapped limited English proficient (LEP) learners. This module presents an overview of second language development and instruction. Each section consists of an introductory subsection, several transparencies, comment pages, and references.

The first section of the module, 3.1, discusses information relevant to understanding language development and its relationship to successful communication. Some of the issues include: language components, external and internal processes of language, communication variables, and linguistic and conceptual interdependence.

Section 3.2 compares and contrasts the acquisition and/or learning of first (L_1) and second (L_2) languages. Differences between adult and child language development, the role of errors in language development, and home versus school language environments are also detailed.

The role of context is emphasized in section 3.3. The relationship of context and cultural perspectives is discussed, as well as the different variables affecting the individual's ability to function in the second culture (C_2). These include: sociocultural variables influencing the process, language registers and functions, and the role of psychological factors, such as attitudes and perceptions, in enhancing communication.

Section 3.4 addresses several important factors to consider in the instruction of handicapped LEP students. Teachers need to be sensitive to the unique characteristics and needs of these students and accepting of how these needs are manifested in the classroom. Transcultural understanding promotes self-esteem and confidence and enhances the student's potential for learning.

The last section, 3.5, takes a look at current pedagogical trends tailored to meet the needs of handicapped LEP students. A model lesson is provided to show how the instructional theories advocated can be put into practice.

3.1 LANGUAGE FOR COMMUNICATION: AN OPERATIONAL DEFINITION

3.1.1 Language Skills and Components

This section encompasses the major issues regarding language as a vehicle for communication. As such, the emphasis is placed on exchange of ideas rather than the generation of standard linguistic output. Two important features should be underscored with respect to language for communication: its social nature and the absolute integration of language skills, i.e., listening speaking, reading, writing, critical thinking, and culture. Language components and skills interact to produce the linguistic/cultural exchange typical of a successful communicative experience

CRITICAL POINTS

- The intersecting circles on **(3.1.1.T)** show the interrelationship among language skills and components.
- There should not be a specified instructional hierarchy in the presentation of language skills. A Whole Language approach (see section 3.5) is advocated.

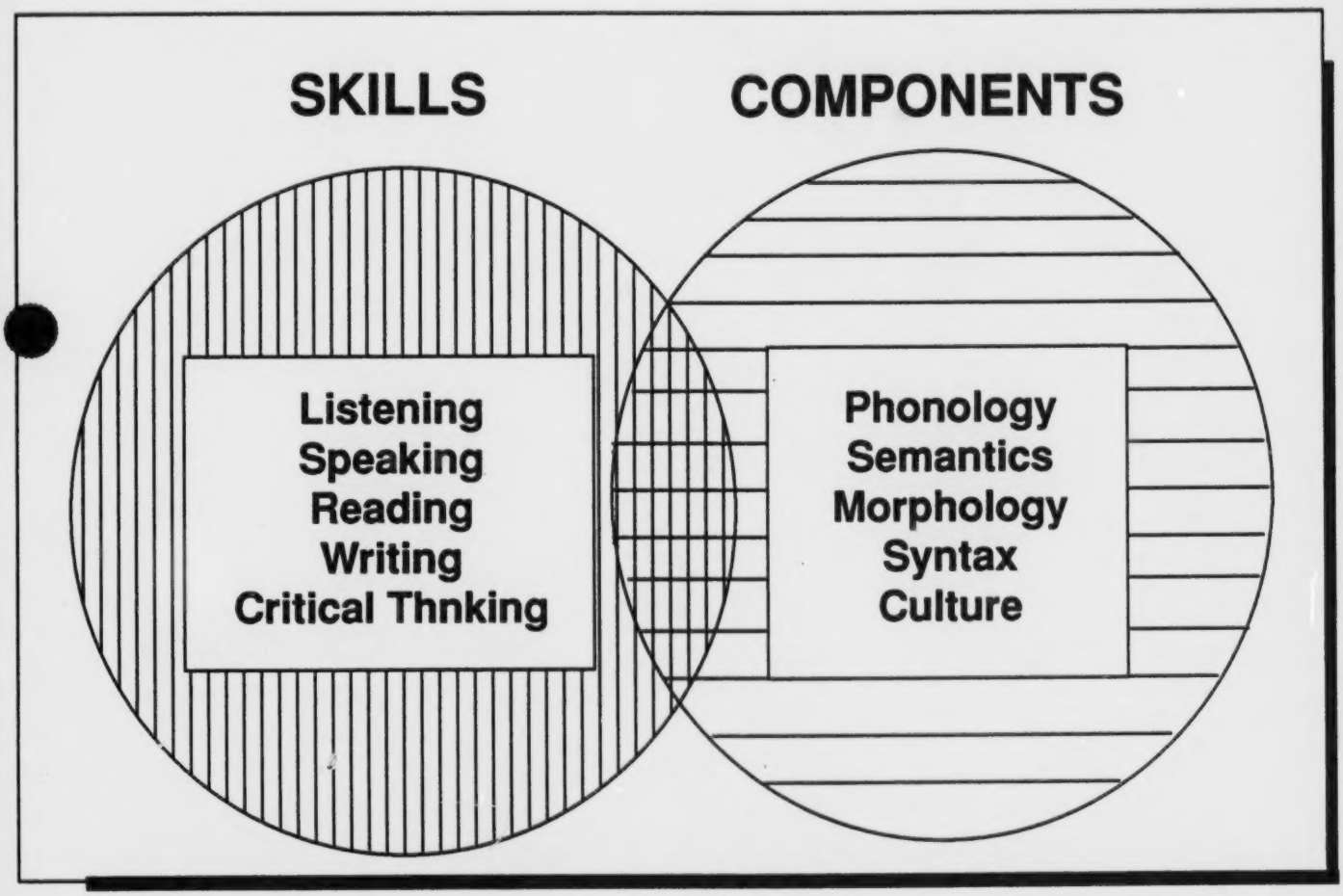
ACTIVITIES

- Define the components of language and provide examples.
- Think of language development activities that integrate the various language skills.

Wardaugh, R. & Brown, H.D., (Eds.). (1989). A survey of applied linguistics. Ann Arbor, MI: The University of Michigan Press.

LANGUAGE SKILLS AND COMPONENTS

(3.1.1.T)



3.1 LANGUAGE FOR COMMUNICATION: AN OPERATIONAL DEFINITION

3.1.2 Basic Assumptions About Language

Teachers must address critical issues related to the LEP student's learning context . These issues include: (a) who are the participants in the learning process, (b) what is to be learned, (c) how is learning going to occur, (d) when does learning take place, and (e) why is learning important. LEP learners must understand that failure to develop fluency in English may inhibit their access to and mobility in social and economic circles

CRITICAL POINTS

- A basic definition of language is presented on **(3.1.2.T.A)** underscores the power that the mainstream exhibits in setting linguistic and cultural standards for the rest of society.
- These standards become political tools which control higher positions in society.
- Some of the linguistic considerations facilitating or impeding classroom learning.are presented on **(3.1.2.T.B).** Teachers need to be aware of these considerations.

ACTIVITIES

- Discuss in small groups the various advantages and disadvantages of speaking non-standard dialects. Give specific examples using the various linguistic minority groups living in the United States.
- After the group discussions, record the identified advantages and disadvantages on **(3.1.2.T.C)**.

A BASIC DEFINITION OF LANGUAGE

(3.1.2.T.A)

-- systematic set of arbitrary symbols

-- primary use: communication

-- appears at the very heart of the definition of humanness

-- acquired by all in a similar way

-- possesses political and social dimensions

CONSIDERATIONS FOR CLASSROOM LEARNING

(3.1.2.T.B)

A. Who is involved?
   -- learner
   -- teacher
   -- peers
   -- parents
B. What must the learner learn?
   -- nature of language
   -- first and second language
   -- dealing with 'errors'
C. How is learning going to occur?
   -- strategies
   -- classroom atmosphere
   -- materials
D. When does learning take place?
   -- home vs. classroom
   -- "foreign" or second language
   -- intercultural conflicts
E. Why is learning going to take place?
   -- degree of motivation

ADVANTAGES AND DISADVANTAGES OF SPEAKING A NON-STANDARD FORM OF ENGLISH

(3.1.2.T.C)

IN EDUCATION:

Advantages	Disadvantages

IN EMPLOYMENT:

Advantages	Disadvantages

IN SOCIAL ACCEPTANCE/STATUS:

Advantages	Disadvantages

IN POWER/LEADERSHIP:

Advantages	Disadvantages

IN SELF-CONCEPT:

Advantages	Disadvantages

3.1 LANGUAGE FOR COMMUNICATION: AN OPERATIONAL DEFINITION

3.1.3 Relationship Between Learning and Acquisition

Language and Culture (LC) acquisition, most typical of a first language experience, but also present in the acquisition of a second language (L_2), occurs when the learner, without conscious effort internalizes features of LC. On the other hand, learning refers to a concerted effort to attain rules and patterns of LC. Additionally, LC performance, i.e., linguistic and cultural overt behaviors, is generally the measure used to assess how much learning/acquisition has taken place. However, another LC reservoir, although covert, also acts as a source learners can access to extract LC information necessary for communication. This ability, known as competence, encompasses the amount of LC the learner knows.

CRITICAL POINTS

- **Acquisition** is the process of "picking up" language/culture features without a conscious effort on the part of the learner. **(3.1.3.T.1)** **Learning** is the internalization of language and/or culture as a result of a concerted effort on the part of the student.
- Internal processes attest to the competence or knowledge the learner possesses about language and/or culture.
- Examples of these internal processes are:
  a) attention - the awareness that there is a language or cultural stimulus
  b) retention - the temporary internalization of the stimulus
  c) memorization - the more permanent internalization of the stimulus
  d) retrieval - the selection of a response at a given moment
  e) forgetting - the apparent lack of recollection of the stimulus
- Generally, repetition of a message, shaping of knowledge, observation of models and behavior modeling require a conscious effort on the part of the learner. However, these phenomena can also occur unconsciously as part of the development of LC skills.

Fodor, J. & Garrett, M. (1966) Some reflections on competence and performance. In J.M. Lyons and R.J. Wales (Eds.). Psycholinguistic Papers. Chicago: Aldine Prey.

Richards, J.C. (1979). Second language learning. In R. Wardaugh & H.D. Brown, (Eds.). A survey of applied linguistics. Ann Arbor, MI: The University of Michigan Press.

ACTIVITIES

- Analyze the following examples. [Also found on **(3.1.3.T.2)**] Determine whether they most likely indicate:

(a) Acquisition or learning

a. Memorizing verb forms.
b. Using idioms in the appropriate context.
c. Conscious internalizing of spelling rules.
d. Using novel utterances.
e. Studying word translations.

(b) Competence or performance

f. Reciting a dialog.
g. Analyzing relationships among parts of language.
h. Decoding messages.
i. Filling-in blanks with the appropriate verb forms.
j. Making generalizations about language.

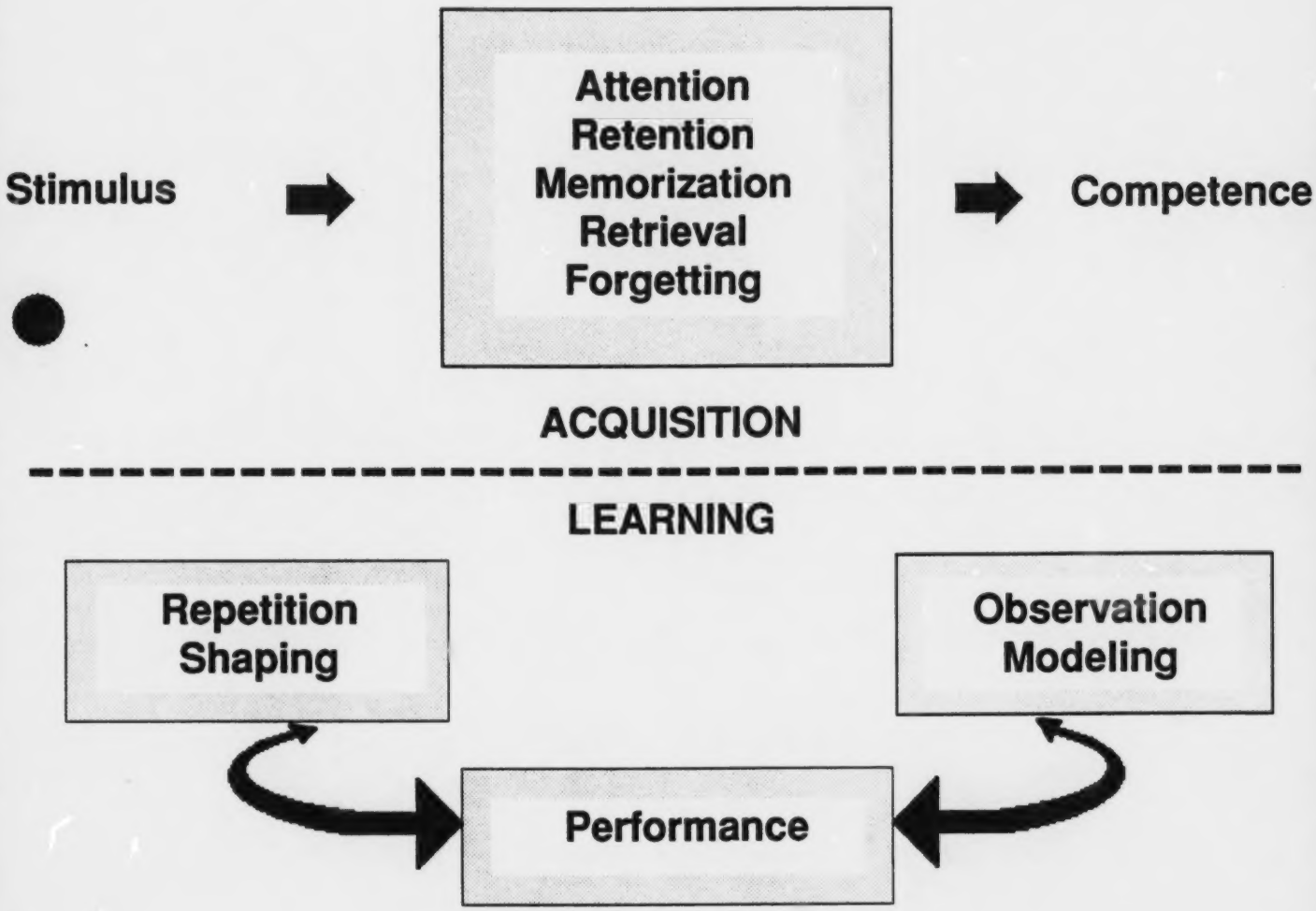
Answers are provided for the benefit of the presenter:

(a)
a.learning
b.acquisition
c.learning
d.acquisition
e.leaning

(b)
a.performance
b.competence
c.competence
d.performance
e.competence

RELATIONSHIP BETWEEN LEARNING AND ACQUISITION

(3.1.3.T.1)



DETERMINATION OF TERMS

(3.1.3.T.2)

(a) Acquisition or learning?

a. Memorizing verb forms	A	L
b. Using idioms in the appropriate context	A	L
c. Conscious internalizing of spelling rules	A	L
d. Using novel utterances	A	L
e. Studying word translations	A	L

(b) Competence or performance?

a. Reciting a dialog	C	P
b. Analyzing relationships among parts of language	C	P
c. Decoding messages	C	P
d. Filling-in blanks with the appropriate verb forms	C	P
e. Making generalizations about language	C	P

3.1 LANGUAGE FOR COMMUNICATION: AN OPERATIONAL DEFINITION

3.1.4 Language for Communication

Many linguistic and extralinguistic variables intervene in the process of successful communication. Both speaker and listener have an active role in the decoding/encoding of the message exchanged. Understanding the extent and impact of these variables can be a tool for improved communications between the speaker and the listener.

CRITICAL POINTS

- The process of communication is a very complex one as it involves encoding and decoding of messages **(3.1.4.T).**
- In encoding messages, the speaker must choose the appropriate language forms, style, and non-verbal features of language, including kinesics (body language) and proxemics (distance from listener).
- At the same time, the listener has to decode, or interpret the message by interpreting the above features of communication.

ACTIVITY

- Have two people from different cultural backgrounds become involved in a communicative exchange. Observe language and non-language behavior and take note of your observations. Discuss your observations with both speaker and listener and allow them to clarify any differences in the interpretation of the message.

LANGUAGE FOR COMMUNICATION

(3.1.4.T)

Speaker

Choosing:
Language Forms
Style
Non-Verbal Features

Listener

Interpreting:
Language Forms
Style
Non-Verbal Features

3.1 LANGUAGE FOR COMMUNICATION: AN OPERATIONAL DEFINITION

3.1.5 Theories of Mind

The controversy revolving around the attainment of culture or language in any prioritized manner remains an unresolved issue among researchers. However, it is widely accepted that there is a significant interdependence between the two. Several different theories are listed in this section .

CRITICAL POINTS

- There are many different theories of conceptual development.
- Five theorists' views of the relationship between language and concepts are presented on **(3.1.5.T.A).**
- It is evident that the controversy regarding the order in which language or concepts are attained is far from resolved.

ACTIVITY

- Conduct a review of literature consulting at least five current sources on language development and determine which conceptual theory it represents.

Wertsch, J.V. (Ed.). Culture, communication, and cognition. New York, NY: Cambridge University Press (1985).

THEORIES OF MIND: RELATIONSHIP BETWEEN LANGUAGE AND THOUGHT

(3.1.5.T.A)

WHORF (1897-1941)

- Different languages divide up reality in different ways
  Language =Thought
  e.g., the word "rice" in Vietnamese

- EDUCATIONAL IMPLICATIONS:
  - Bilinguals have two systems of thought
  - Experience is at the center of thought development.
  - Richer Experiences => A richer view of reality

VYGOTSKY (1896-1934)

- Emphasized the role of society and technology in shaping the nature of human psyche
- Language = a tool to transmit values to a child==>Socialization brings thought and language together.

- EDUCATIONAL IMPLICATIONS:
  - Language provides the medium through which adults socialize with children.

(3.1.5.T.A)

CHOMSKY

- Mind = a unique set of facilities, one of them being language
  Language is to mind as the stomach is to the digestive system
- EDUCATIONAL IMPLICATIONS:
  - There are language universals already present at birth. So language does not affect thought.

This view was also proposed by:

FODOR, BEVER, GARRET (1974)

- Language
  * Independent from the rest of cognition
  * There must be a common language ("mentalese") Similar to the internal machine language in computers
- Language acquisition device (LAD) present at birth

PIAGET (1896-1980)

- Language
  * Springs from conceptual development
  * Not a causal agent. Bilingualism has no influence on the course of cognitive growth.
- There is a general form of "knowledge"==>Source of all domains of cognition including language.
- EDUCATIONAL IMPLICATIONS:
  - Like Chomsky, Piaget believes that bilinguals do not require any special treatment.

3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.1 Similarities and Differences Between L_1 and L_2 Development

Current trends stress the similarities between L_1 and L_2 language development processes. These include the following features: (a) learner's ability to formulate and test hypotheses about language, (b) LC acquisition occurs in both L_1 and L_2, and (c) the presence of a well developed L_1 facilitating the acquisition and learning of L_2. Consequently, successful L_2 learners have generally developed high L_1 competence prior to exposure to the new language (**Cummins, 1979, p. 233**). A few differences, however, can be pointed out regarding (a) L_1 and L_2 learning/acquisition and (b) children versus adult LC development (See **3.2.2.T**). Implications of these differences and similarities include (a) L_1 is naturally learned, not taught, (b) L_1 is a process which takes time to occur, (c) L_1 and L_2 are both a result of social and environmental interaction, (d) L_1 and L_2 generate from the learners themselves, (e) and L_1 and L_1 develop through systematic and predictable stages.

CRITICAL POINTS

- Current theory emphasizes the similarities between the L_1 and L_2 language development processes **(3.2.1.T.1)**
- The more sophisticated the development of L_1, the easier the transition will be into L_2.

ACTIVITY

- Using **(3.2.1.T.2),** prepare a list of L_1 phenomena (such as clear diction, knowing how to read, etc.) that would facilitate L_2 acquisition/learning.

Brown, J.D. (1988). Understanding research in second language learning. New York, NY: Cambridge University Press.

Scarcella, R.C. & Krashen, S.D. (Eds.). (1980). Research in second language acquisition. Rowley, MA: Newbury House Publishers, Inc.

SIMILARITIES AND DIFFERENCES BETWEEN L_1 AND L_2 DEVELOPMENT

(3.2.1.T.1)

SIMILARITIES

1. Creative construction
2. Presence of a universal sequence--hierarchy
3. Represent the presence of a discrete internalized grammar
4. Deviate from adult grammar
5. Human predisposition for language
6. Listener/speaker relationships
7. Imitative behavior/internalization/reinforcement

DIFFERENCES

1. Unconscious versus conscious modeling
2. Situational factors/degree of reinforcement
3. Inductive versus deductive strategies
4. Transference versus interference
5. Age factors--"Critical" period
6. Language purposes
7. Motivation, ego boundaries, empathy

L_1 PHENOMENA THAT FACILITATE L_2 ACQUISITION/LEARNING

(3.2.1.T.2)

•clear diction

•knowing how to read

•

•

•

•

•

•

•

•

•

3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.2 Differences Between Adult and Child Language Development

CRITICAL POINTS

- Differences between adult and child language development are listed on **(3.2.2.T).**
- Adults can successfully master a second language.
- Adults can also attain accent free pronunciation.

ACTIVITY

- Collect language samples from two L_2 learners, an adult and a child. Make sure that both learners have been exposed to the L_2 for approximately the same length of time. Make observations on the following phenomena:
  - Pronunciation
  - Use of grammar
  - Use of vocabulary
  - Degree of "risk-taking"

Kennedy, G. (1973). Conditions for language learning. In J.W Oller, Jr. & J.C. Richards (Eds.). Focus on the learner. Rowley, MA: Newbury House.

McNamara, J. (1973). The cognitive strategies of language learning. In J.W. Oller, Jr. & J.C. Richards (Eds.). Focus on the learner. Rowley, MA: Newbury House.

Neufeld, G. & Schneiderman, E. (1980). Prosodic and articulatory features in adult language learning. In R.C. Scarcella & S.D. Krashen (Eds.). Research in second language acquisition (pp.105-109). Rowley, MA: Newbury House Publishers, Inc.

Richards, J.C. (1989) Second language learning. In R. Wardaugh & H.D. Brown (Eds.). A survey of applied linguistics (pp.113-137). Ann Arbor: MI: The University of Michigan Press.

DIFFERENCES BETWEEN ADULT AND CHILD LANGUAGE DEVELOPMENT

(3.2.2.T.1)

- A sound system is most easily acquired at an early age.
- An adult's cognitive superiority facilitates language learning.
- Adults are more self-conscious about errors and standards: Therefore they take less risks (Kennedy, 1973: McNamara, 1973).
- Semantically complex features are easier for adults (e.g., comparatives and conditionals) (Richards, 1989).
- Each has a different learning mode. Adults are more aware of vocabulary since their L1 is more sophisticated than a child's (Halle, cited in Richards, 1989).
- Children can acquire syntax more rapidly than adults can (Halle, cited in Richards, 1989).
- Social functions of language are different: For children, language is a survival tool, whereas for adults it may not posses the same degree of urgency (Richards, 1989).

COMPARISONS OF OBSERVATIONS OF ADULT AND CHILD L_2 LEARNERS

(3.2.2.T.2)

PRONUNCIATION

Adult	Child

USE OF GRAMMAR

Adult	Child

(3.2.2.T.2, continued)

USE OF VOCABULARY

Adult	Child

DEGREE OF "RISK-TAKING"

Adult	Child

3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.3 Second Language Acquisition Theory

There is no consensus as to how L_2 develops (**3.2.3.T.A-B**). Current research stresses the complexity of the process, since cognitive, affective and social-interactional variables take part in its development (See **3.2.4.T**).

CRITICAL POINTS

- Current language theory stresses the importance of communication over style.
- Emphasis on the process of language rather than on performance alone is also supported by current research and theory.

ACTIVITY

- Select a theory and develop a model lesson to illustrate its basic tenets.

Kessler, C. (1971). The acquisition of syntax in bilingual children. Washington, D.C.: Georgetown University Press.

Scarcella, R.C. & Krashen, S.D. (Eds). (1980). Research in second language acquisition. Rowley, MA: Newbury House Publishers, Inc.

SECOND LANGUAGE ACQUISITION THEORY

(3.2.3.T.A)

1. Acquisition and Learning

   Adults have two distinct and independent ways of developing competence in L_2

   - Δ acquisition = "picking up" a language
   - Δ learning = conscience knowledge of a second language

2. Natural Order Hypothesis

   Acquisition of grammatical structures proceed in a natural order, i.e. "ing" morpheme before plural markers

   Second language order different from first, but there are more similarities than differences, e.g., developmental errors

3. The Monitor Hypothesis

   Acquisition and learning are used in very specific ways,

   Acquisition - initiates utterance in a second language and is responsible for fluency.

   Learning - serves as a monitor or editor.

   Implication: Formal rules (conscience learning) play a limited role in language performance

   The monitor is used only when three conditions are met:

   A) sufficient time
   B) focus on form
   C) knowing the rule

   Three types of performance (Krashen, 1978):

   A) monitor over users
   B) monitor under users
   C) optimal users (only when appropriate)

SECOND LANGUAGE ACQUISITION THEORY

(3.2.3.T.B)

4. The Input Hypothesis
   Addresses how language is acquired
   If monitor hypothesis is correct, acquisition is central and learning is more peripheral acquisition should be encouraged

   Basic system is how to move
   From: Stage I = current experience
   To: Stage I + 1 = next level

   Answer: We acquire by understanding language that contains structure a bit beyond our current level of competence (I + 1)

   How is this done? With the help of context.

   Speaking fluency cannot be taught directly, it "emerges"

   Educational implication:
   Provide "comprehensible input" e.g., "caretaker" speech: not adjusted to level of child but tends to get more complex as child progresses

5. Affective Filter Hypothesis (Dulay and Burt, 1977)
   States how affective factors relate to second language acquisition
   i.e., motivation, self-confidence, anxiety

   Still maintains that input is the primary causative variable

   Educational Implication: Provide not only a "comprehensible input" but also create a low anxiety environment

3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.4 Language Variables

CRITICAL POINTS

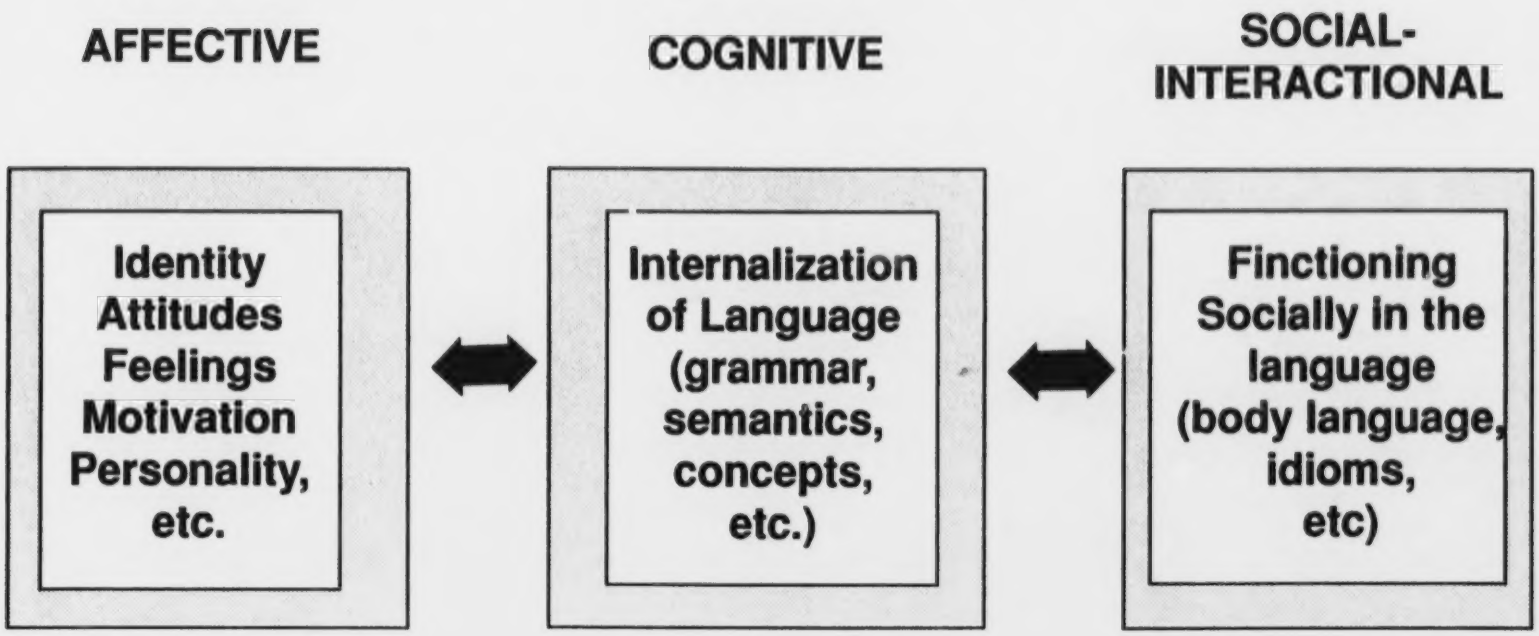
- Affective, cognitive, and social-interactive variables are integrated in the process of communication **(3.2.4.T).**
- Therefore, internal as well as external processes are simultaneously taking place as speakers/listeners interact.
- Internalization of these variables is a product of both learning and acquisition.

ACTIVITY

- Provide specific examples to illustrate each of the variables presented and evaluate its role in effective communication.

Fradd, S.H. & Bermudez, A.B. (In press). POWER: A process for meeting the needs of handicapped language minority students. Teacher Education and Special Education.

LANGUAGE VARIABLES (3.2.4.T)



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3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.5 Dealing with Errors in the Classroom

- One important feature common to L_1 and L_2 development is the phenomenon of hypotheses testing. Learners must take risks in creating novel utterances and interpretations of coded language (**3.2.5.T**). This strategy leads to the perception that errors in L_2 are: a) systematic, b) developmental, c) related to errors made generally by L_1 learners, and d) important in providing information about language acquisition and instruction (**Bermudez & Padron, 1988; Dulay, Burt & Krashen, 1982**).

CRITICAL POINTS

- Present **(3.2.5.T.1)** while discussing the following points.
- Current research acknowledges the significant role of errors in L_2 as an important phenomenon which provides important information regarding language development.
- Correction of local errors (generally morphological in nature) should be minimized as they tend to self-correct over time.
- Classroom implications include error-correction practices. Only errors which impair communication should be corrected immediately. In addition, modeling of the more desirable language output is preferred over direct, inhibiting measures of error-correction.

ACTIVITY

- Analyze the following language samples **(3.2.5.T.2)** and determine whether the error is local or global.

  a. Johnny study hard.
  b. Here Mary live.
  c. Mary and John no go.
  d. I study analphabetism.
  e. I and Mary left early.

  (Answers are provided on the following page.)

Answers

a. local (verb ending)
b. global (word order)
c. local (lacks auxiliary verb in the negative construction)
d. global (the word "analphabetism" does not exist in English)
e. local (subject pronoun "I" should not be used first in a plural context as a matter of etiquette).

Bermudez, A.B. & Padron, Y.N. (1988). Teachers' perception of errors in second language learning and acquisition. In L. M. Malave Theory, research and applications: Selected Papers (pp. 113-124). Fall River, MA: National Dissemination Center.

DEALING WITH ERRORS IN THE CLASSROOM

(3.2.5.T.1)

1. Basic issues:

   - Features that deviate from pattern.
   - Making errors is both inevitable and systematic
   - Errors are predictable.
   - Errors are indicative of transitional stages in language acquisition.
   - Errors are significant in three ways:

     A) diagnostic - tell us what learners know and what they still need to learn
     B) descriptive - provide evidence of how languages are learned
     C) predictive - indicate systematic devices learners use to test hypotheses

2. Types of errors:

   - global -break down communication
   - local - awkward but understood

3. Classroom implications:

   Should errors be corrected?
   Which errors should be corrected?
   When should errors be corrected?
   How should errors be corrected?

DETERMINING ERRORS

(3.2.5.T.2)

Analyze the following language samples and determine whether the error is local or global.

a. Johnny study hard.

b. Here Mary live.

c. Mary and John no go.

d. I study analphabetism.

e. I and Mary left early.

3.2 COMPARING FIRST (L_1) AND SECOND (L_2) LANGUAGE DEVELOPMENT

3.2.6 Home/School Talk

The effects of context on language development are explored in this section. The intimate connection between language and context occurring in the L/C development at home is challenged by the de-contextualized language input experienced by learners at school (**Newman, 1988, p.9**). It is imperative that school language environments provide the opportunity to a) foster student talk, b) support the development of reading and writing concurrently with other language skills, and c) encourage the students inclination to take risks in order to test hypotheses by not penalizing them unnecessarily for errors which do not impair communication.

CRITICAL POINTS

- Schools should make use of some of the home conversational strategies to facilitate language development. **(3.2.6.T)**
- Talk has been found to be an effective vehicle for learning.
- Teachers should encourage L_2 learners to become co-equal participants in classroom talk.

ACTIVITY

- Develop classroom activities geared to using talk as a vehicle for learning and discovery.

Chauldron, C. (1988). Second language classrooms: Research on teaching and learning. New York, NY: Cambridge University Press.

Newman, J.M. (1985). Insights from recent reading and writing research and their implications for developing whole language curriculum. In J.M. Newman (Ed.) Whole language: Theory in use (pp. 7-36). Portsmouth, NH: Heinemann Educational Books, Inc.

COMPARISON OF HOME AND SCHOOL TALK

(3.2.6.T)

PARENTS	TEACHERS
• create a conversational environment in which children are co-partners	• status superior in conversational exchanges
• concern = making conversation work (Wells, 1980)	• concern = correct form, standards
• reward "risk taking"	• discourage "risk taking"
• create a familiar context for language	• create an unfamiliar context for language
• help children learn through talk	• create situations whereby students mostly tested

(Newman, 1985)

3.3 LANGUAGE AND COMMUNICATION: THE ROLE OF CONTEXT

3.3.1 Language for Communication

Negotiation of meaning is the central focus of any communicative transaction. Therefore, cultural perspectives play an important role in encoding and decoding messages. When a speaker sends a message, it is "filtered" through the frame of reference of the listener. This frame of reference has been shaped by individual experiences and by social interaction between the individual and a group. Thus, it is not unlikely that perceptions of a message deviate from the intended meaning (**3.3.1.T**).

CRITICAL POINTS

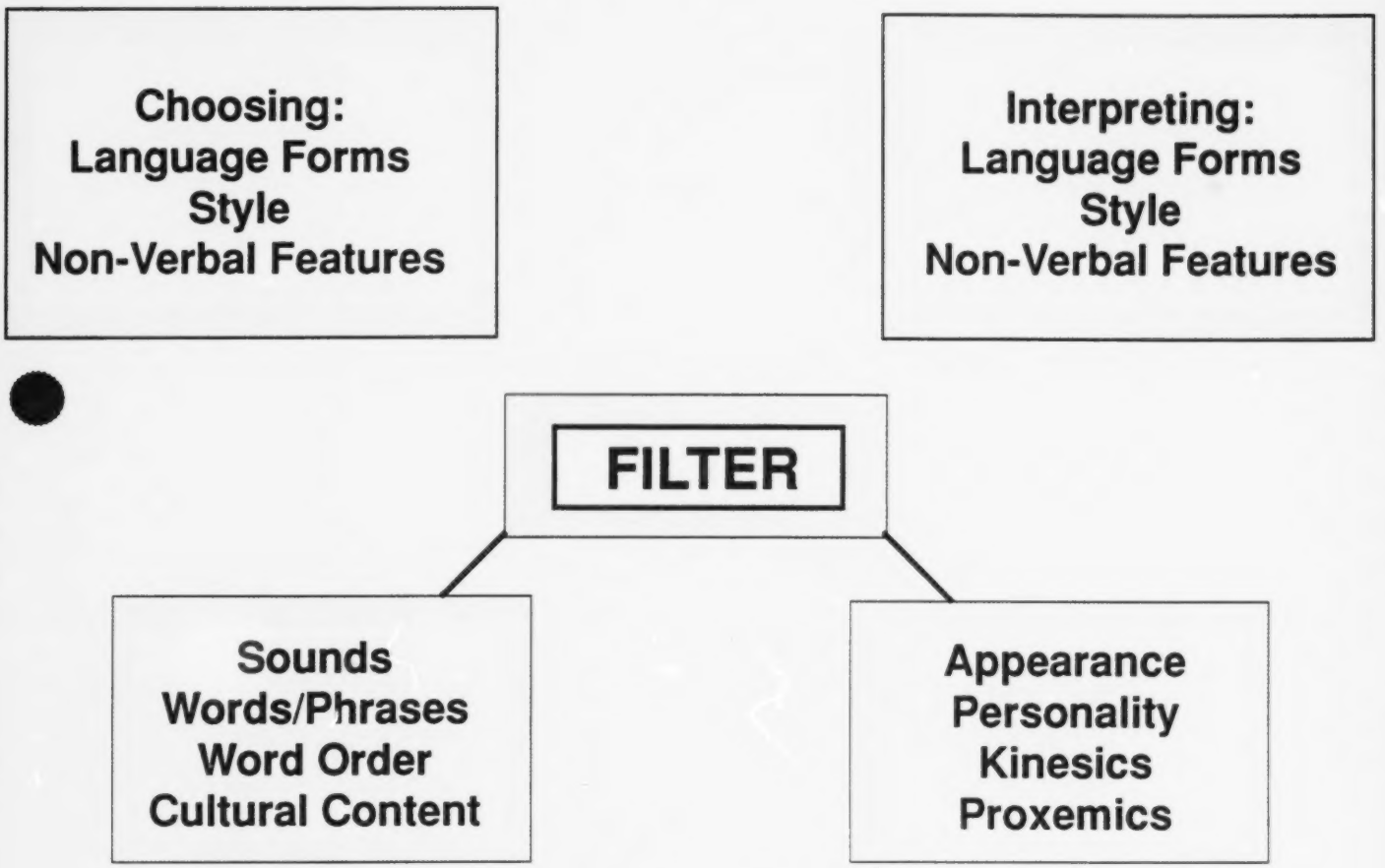
- The presence of a filter between the listener and the speaker shapes the interpretation of the message.
- The filter is a product of the individual's cultural frame of reference.
- The filter consists of verbal and non-verbal features.
- Each feature contributes to the encoding as well as the decoding of the message.
- If speakers and listeners are not aware of each other's cultural framework, the message is in jeopardy.

ACTIVITY

- Give specific examples of the verbal and non-verbal features affecting the filter.

LANGUAGE FOR COMMUNICATION

(3.3.1.T)



3.3 LANGUAGE AND COMMUNICATION: THE ROLE OF CONTEXT

3.3.2 Sociocultural Variables of Communication

To function in an L_2 environment, cultural behaviors need to be internalized concurrently with the language features necessary for communication. There is a significant number of sociocultural variables intervening in the decoding/encoding process including the development of an identity that fits the standards of L_2 functioning (**3.3.2.T**).

CRITICAL POINTS

- The non-material variables are more subtle to perceive, thus more difficult to interpret and accept.
- These variables explain the sources of differences between and among individuals.
- Differences are also evident between and among individuals from similar cultural backgrounds.

ACTIVITY

- Compare and contrast two cultural groups using the material and non-material variables a measure.

SOCIOCULTURAL VARIABLES OF COMMUNICATION

(3.3.2.T)

Material -> Readily Observable Rewards

- Artifacts
- Dress/Foods
- Commodities
- Housing/Transportation
- Education/Skills

Non-Material -> More Difficult to Accept

- Attitudes
- Value System
- Legal System
- Institutions
- Language
- Customs
- Rituals
- Reality
- Logic

3.3 LANGUAGE AND COMMUNICATION: THE ROLE OF CONTEXT

3.3.3 Language Registers

Each situation requires a particular style of language. For example, in addressing an audience the speaker must select more standard, formal language to convey his/her message. In a more familiar setting, speakers have more freedom to use more colloquial terminology. These types of language choices are referred to as registers (**3.3.3.T**).

CRITICAL POINTS

- L_2 learners must become aware of the different types of language choices that have to be made according to the demands of the situation at hand.
- L_1 speakers are unconsciously aware of the situational demands on language and can make the adjustment automatically.

ACTIVITY

- Select two different situations and prepare a script with the appropriate language choices to meet the contextual needs.

Joos, M. (1972). The styles of the five clocks. In R.D. Abrahams & R.C. Troike (Eds.) Language and cultural diversity in American education. (pp 145-149). Englewood Cliffs, NJ: Prentice- Hall, Inc.

LANGUAGE REGISTERS

(3.3.3.T)

Oratorical: standard; frozen
(e.g. used in political or religious speeches)

Formal: not as polished as the oratorical;
lacks colloquial expression
(e.g. used in classroom lectures)

Consultative: formal dialogue
(e.g. used between employee and employer
in formal exchanges)

Casual: informal
(e.g. used among friends)

Intimate: absence of social/ institutional standards
(e.g. used between husband and wife)

Adapted from: (Joos, 1972)

3.3 LANGUAGE AND COMMUNICATION: THE ROLE OF CONTEXT

3.3.4 Language Functions

Beyond situational factors, there is an intended use for language. There can be many functions of language. Each function requires a choice of LC behavior to communicate the message appropriately.

CRITICAL POINTS

- There are many functions for which language can be used.
- Each function of language requires a particular type of language and non-verbal behaviors.

ACTIVITY

- Analyze the following instances and determine the function.

  a. Describe a comet.
  b. Do you feel sorry for homeless people?
  c. Help a friend write an essay.
  d. Tell me what you would do if you were president of the country.
  e. Explain to another student the content of yesterday's lecture.

  Answers:

  a. instrumental
  b. personal
  c. interactional
  d. imaginative
  e. informational

LANGUAGE FUNCTIONS

(3.3.4.T)

LANGUAGE FUNCTION	BEHAVIOR OBSERVED	ACTIVITY
Regulatory	Student in charge of providing direction for the completion of a task.	Make a design with blocks of different colors, shapes, and sizes. Give directions to the researcher so that the same design is produced without seeing it.
Heuristic	Student's way of generating questions in order to solve a problem. Exploring through questioning.	Interview a person that is going take of your pet while you go on a trip or visit a relative.
Imaginative	Student creating a story of his/her own. The use of language to create a new reality.	When given a situation, story starter, the student will create a story of his/her own.
Informational	Students showing descriptive cause and effect of a situation. How he/she communicates.	Tell about a project. Give specific information about a concept learned in school.

3.3 LANGUAGE AND COMMUNICATION: THE ROLE OF CONTEXT

3.3.5 Attitudes and Perceptions about Speakers: Research Findings

Research has shown that a listener's attitudes about speech characteristics are usually communicated to the person exhibiting those characteristics (See **3.3.5.T**). Several studies document that teachers make evaluative judgements based on their students speech traits (**Ramirez, Arce-Torres, & Politzer, 1978**).

CRITICAL POINTS

- Female bias is particularly critical in view of the fact that the majority of school teachers are female.
- Attitudes of teachers may encourage a harmful pattern of low achievement and low expectations in learners.
- Teachers' attitudes may reinforce students' negative attitudes about themselves.

ACTIVITY

- Tape two language samples, one of a native English speaker and one of an L2 speaker with a heavy foreign accent. Ask several people to listen to the tapes and respond to the following questions. Analyze and discuss your answers with other students who have conducted a similar experiment.

  a. Which of the two speakers is more likely to succeed? Why?
  b. Which do you prefer? Why?
  c. If you had these students in class, which one do you think would achieve the most? why?
  d. Which one of the two speakers would be more vulnerable to prejudice? Why?
  e. Which of the two speakers would you prefer as a student? Why?

Bermudez, A.B. (1986, Spring). Detecting the presence of sociocultural bias in communication. Texas Teacher Education Forum, 11 **(1), 17-25.**

ATTITUDES AND PERCEPTIONS ABOUT SPEAKERS: RESEARCH FINDINGS

(3.3.5.T)

- prejudice about a speaker's dialect affects the individual's competence and/or social status (Ramirez, 1985)
- the more negative the teacher's attitudes were towards students' speech varieties, the lower the students' reading achievement (Ramirez, 1981)
- many educators dealing with LEP learners hold negative attitudes towards behaviors that depart from what they consider "acceptable standards" (Bermudez, 1986)
- females are significantly more biased against verbal, nonverbal, and cultural deviations from standard patterns than males (Bermudez, 1986)
- monolinguals were significantly more negative than bilinguals toward sociolinguistic features deviating from pattern (Bermudez, 1986)

3.4 UNDERSTANDING THE HANDICAPPED LEP LEARNER

3.4.1 Status of ESL Instruction / The LEP Learner: A Profile

Product-oriented instruction has been the thrust of classrooms dealing with at-risk handicapped LEP students. Escalating dropout rates confirm that this instructional approach is inadequate (**Bermudez, 1989**). Emphasis on learning the grammar of English prevails over emphasis on developing higher order thinking skills, literacy, and academic English skills (**3.4.1.T.1**)

These "watered-down" approaches create less than adequate learning environments that tend to reinforce low-level survival skills in these students (**3.4.1.T.2.A&B**). This situation does not assist the student in meeting the high linguistic and conceptual requirements of the academic environment (**Padron & Bermudez, 1988**).

CRITICAL POINTS

- Language Arts are often taught in a product-oriented fashion, disregarding the developmental and wholistic nature of second language development.
- ESL writing is not taking place in grades K-12. Instead, students are instructed via worksheets and grammar-based approaches.
- Focus on error correction, as opposed to instructional environments which encourage "risk-taking" inhibits second language development.
- Learning strategies must be directly taught as students are not cognizant of this important resource.
- This instructional environment produces a student concerned with product, not ideas, and unaware of the interrelatedness of language skills and components (See Section 3.1).

ACTIVITIES

- Predict what an effective learning environment to deal with handicapped LEP students would look like regarding:
  - Learning strategy instruction and use.
  - Developing language and thinking skills.
  - Design an activity to develop writing skills, using listening, speaking, and reading as ancillary skills.

Chamot, A.V. & O'Malley, J.M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. TESOL Quarterly, **21 (2), 227-229.**

Padron, Y.N. & Bermudez, A.B. (1988). Promoting effective writing strategies for ESL students. Southwest Journal of Educational Research Into Practice, **2, 19-27.**

ESL INSTRUCTION

(3.4.1.T.1)

- Language Arts taught as discrete and independent skills (Moffett, 1988).

- Writing instruction does not generally take place in grades 1-12 (Applebee, 1981, 1982; McLeod, 1986; Moll, 1986).
  - For Hispanic LEPs => Writing focuses on lower level activities (e.g., worksheets).
  - Low level of challenge hinders problem-solving skills and literacy.

- Task-oriented instruction/error correction => emphasized.
  (Bermudez & Padron, 1988; Moll, 1986; Raimes, 1980)
  - Inhibits creativity
  - Switches focus to style
  - Reduces risk-taking

- Developmental differences equated with learning disabilities.
  (Bermudez & Prater, 1988; Fradd & Bermudez, in progress)
  - LEPs continue to be misidentified
  - Writing instruction inappropriate

- Process strategies should be explicitly taught.
  (Aulls, 1985; Bermudez & Prater, 1988; Chamot & O'Malley, 1988)
  - Writers are unaware of their metacognitive resources
  - Strategy instruction provides the learners with resources to control the process.

THE HANDICAPPED LEP LEARNER: A PROFILE

(3.4.1.T.2.A)

LEP/Handicapped learners face several impediments:

- Lack of awareness of critical cognitive processes inherent to good writing, e.g. categorizing and clustering related ideas and using self-directed memory searches strategies (Graham & Harris, in press; Englert & Raphael, 1988)
- Inability to transform conversational patterns into writing (Bereiter & Scardamalia, 1982)
- Lack of ability to regulate their own and other's comprehension of text and to organize ideas meaningfully for writing (Englert & Raphael, 1988)
- Dependence on external criteria and resources (Ramirez & Castaneda, 1974)
- Conception of language as a set of discrete and mutually independent skills (Padron & Bermudez, 1988)
- Deficient in active involvement in learning, in perceptual, memory, and attention activities as well as in the control processes necessary for learning to take place (Jacobs, 1984)

(3.4.1.T.2.B)

- These students focus on form to the detriment of content or ideas (Padron & Bermudez, in press; Widdowson, 1978).
- They do not systematically use metacognitive strategies such as planning, brainstorming, and considering the audience.
- Instead, they focus on grammatical features and punctuation (Padron & Bermudez, 1988).

3.4 UNDERSTANDING HANDICAPPED LEP LEARNER

3.4.2 Dealing with At-Risk LEP Students in the Classroom

To prescribe effective strategies for dealing with at-risk LEP students in the classroom, teachers need to concentrate on the unique characteristics and needs of these students (**3.4.2.T.1**) as well as on the individuality of the learning process. Relevant classroom approaches which integrate these concerns are discussed here.

CRITICAL POINTS

- It is necessary for teachers to be aware of the learner's unique cultural characteristics that prevent learning **(3.4.2.T.2).**
- Differences in the definition of time and space will create difficulties for students trying to relate to the deadlines and specificity of classroom activities, rules and regulations.
- Logic, or the organization of ideas, is culture-specific. Mainstream logic, for example, is characterized by linearity and segmentation. This poses a challenge to students from other cultural backgrounds whose way of relating ideas together may be quite different (**Kaplan, 1980**).
- Teachers must also be cognizant of differences in learning, problem-solving styles, locus of control, and linguistic fluency of students. These factors affect in varying forms and degrees the individual learners and may, as a result, interfere with the process of learning.
- Students need peer and teacher acceptance as well as a supportive environment for learning. However, since these needs are not equally manifested across cultures, teachers need to understand and accept cultural differences in the classroom.**(3.4.2.T.3).**

ACTIVITIES

- Interview an individual from a cultural background that is different from yours and record responses regarding the following constructs:
  - Time/space (physical and psychological) concepts.
  - Home rules of discipline and role models.
  - How is learning taking place in the home (e.g. modeling others, following directions, trial and error, etc.)
  - Size of family and family relations.

- Working in a small group of three to four, report your findings and discuss educational implications for the culturally diverse students.

Bermudez, A.B. (1990, Summer). Dealing with At-Risk LEP Students in the Classroom. A paper presented to the Greater Houston Area Writing Project. Houston, TX.

LEARNER'S CHARACTERISTICS

(3.4.2.T.2)

CULTURAL

- Sense of time
- Sense of space
- Logic
- Learning/problem solving styles
- Locus of control
- Discipline
- Role models
- Affective filter

LINGUISTIC

- Fluency in L1
- Home language
- Exposure to L2
- Types of errors in L2
- Cognitive development
- Language purposes
- Sociolinguistic factors
- Psycholinguistic factors

LEP STUDENTS' NEEDS
(3.4.2.T.3)

- Proper identification and placement
- Suppcrtive environment
- Challenging strategies
- Family involvement and support
- Realistic expectations (Home/School)
- Awareness of learning strategies
- Self-respect and confidence
- Compatible teaching style

3.5 MEETING INSTRUCTIONAL NEEDS OF HANDICAPPED LEP STUDENTS: FROM THEORY TO PRACTICE

3.5.1 The POWER Model of Instruction and Assessment

CRITICAL POINTS

- Five instructional approaches or movements currently being used in a variety of content areas seem specially fit for meeting the instructional needs of LEP handicapped learners (see e.g., **Bermudez & Prater, 1988; Bermudez & Fradd, 1989; Fradd & Bermudez, In press**). The approaches have been adapted to meet the needs of the LEP at-risk learners and incorporated into the POWER model of instruction and assessment (**3.5.1.T.1**). These approaches are process-oriented learning **(P)**, organization of instruction to include cognitive mapping **(O)**, whole language instruction **(W)**, establishing a productive environment through cooperative learning **(E)**, and reading and writing across the curriculum. **(R)**

- **Process (P) -** Language development is a series of interrelated stages and skills that involve cognition, behavior, and the affective domain (**3.5.1.T.2**). Therefore, assessment and instruction are recursive processes, rather than a specific one-time-only measurement of achievement (**Fradd & Bermudez, In press**).

- **Organization(O) -** Prior knowledge is central to comprehension and retention as learners use a system of networks to link new ideas to already existing ones. Since learning disabled students have poor strategies to organizing verbal material, categorizing new material in their existing knowledge base becomes a difficult task (**Sinatra, Berg, & Dunn, 1985**). Constructing semantic maps facilitates visualization of conceptual relationships among parts and between parts and whole, and enables teachers to observe how students are relating ideas and concepts (**3.5.1.T.3**).

- **Whole Language (W) -** Current trends in language development (see e.g., **Newman, 1985; Stahl & Miller, 1989**) point to the use of "whole language" environment to mastery of listening, speaking, writing, and reading (**3.5.1.T.4**). This language development philosophy would appear to be particularly appropriate for the handicapped LEP student since it capitalizes on students' strengths rather than deficits. Writing need not be postponed until the other skills have been mastered, as it can provide a powerful communication tool for thinking and learning in all content areas (**Goodman, 1986; Harste, 1985; Newman, 1985**).

- **Environment (E) -** A supportive environment is a critical element in effective instruction (**3.5.1.T.5**). Having exceptional LEP students work in dyads, or in small groups, has been found to be effective in developing longer and more complex final written products (**Goldman & Rueda, 1988**).

- **Reading (R)** - Research indicates that writing activities should not be assigned solely to the language arts classroom. Rather, writing as an act of discovery is a powerful tool for learning across the curriculum (**Emig, 1977; Moffett, 1981**). Because most exceptional LEP students are mainstreamed for a major portion of the school day, it is helpful to encourage reading and writing instruction across the curriculum to provide learners with a context for monitoring their own language production (**3.5.1.T.6**).

- Handout **3.5.1.H.1** explains the key features of the POWER Model.

ACTIVITIES

- Using Handout **3.5.1.H.2** as a sample lesson, have participants create a lesson following the POWER tenets.

- **3.5.1.H.3** is provided as a reference for further information on the POWER Model. Encourage participants to read and discuss the article **Bermudez, A. B. & Fradd, S. H. (In press). Assessing and developing language skills through POWER: A process oriented approach for at-risk and LEP learners. Teacher Education and Special Education.**

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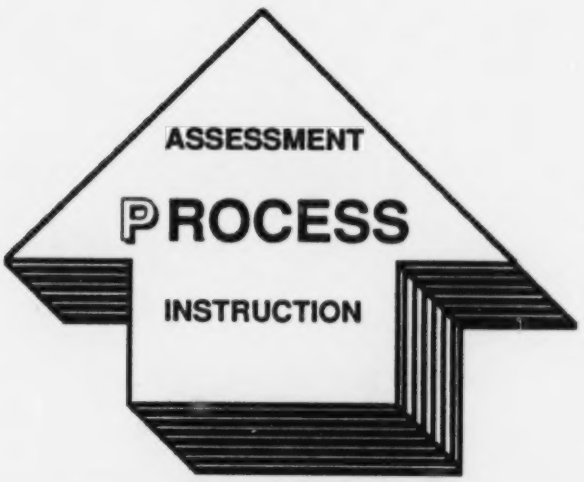
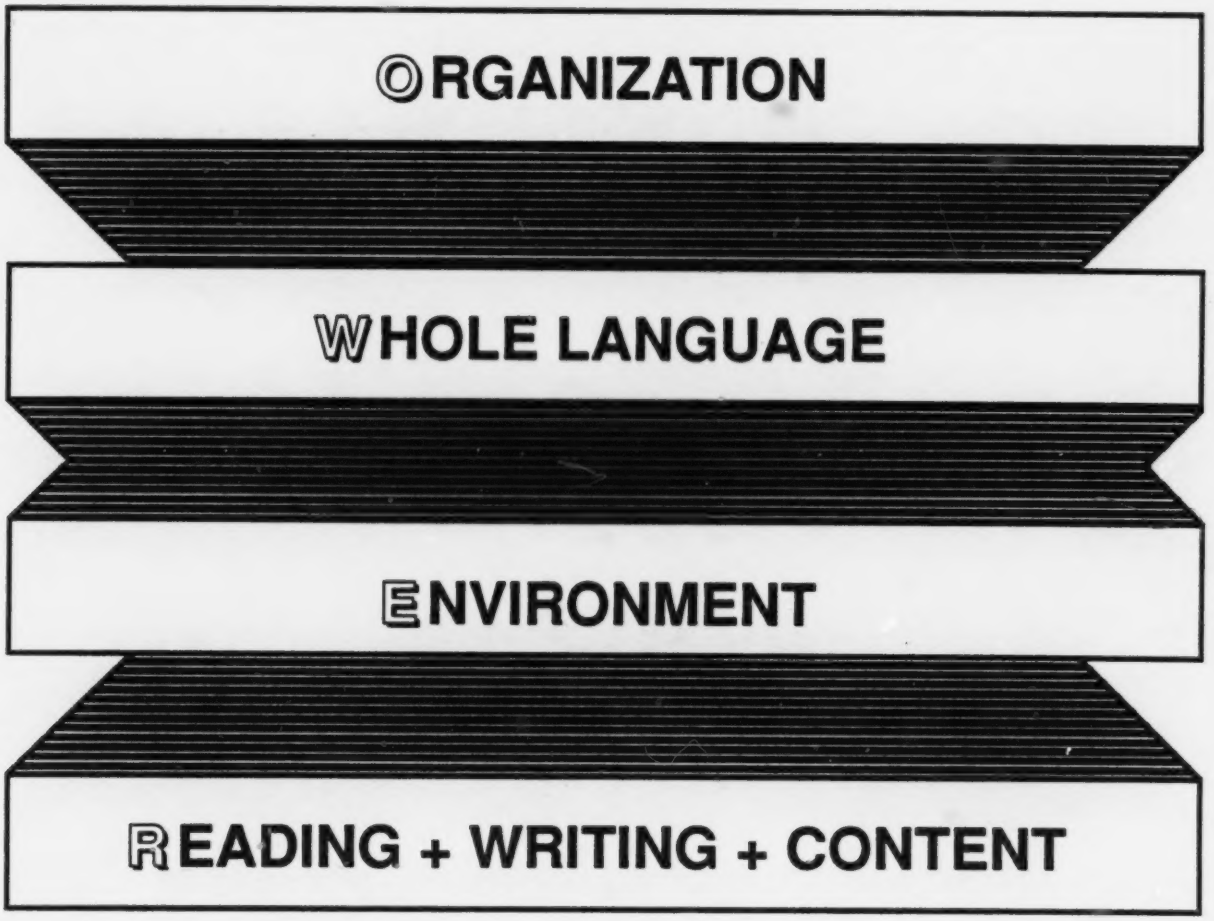
THE POWER MODEL
(3.5.1.T.1)





PROCESS-ORIENTED LEARNING

(3.5.1.T.2)

- language development = series of interrelated and recursive stages
- cognition + behavior + affective domain ==> need consideration
- critical issues:
  - competence
  - performance
  - learning
  - acquisition

ORGANIZATION
(3.5.1.T.3)

- prior knowledge --> central to comprehension and retention
- brain uses system of networks to link ideas
- clustering --> facilitates understanding of conceptual relationships
- clustering --> provides meaning

WHOLE LANGUAGE

(3.5.1.T.4)

- an alternative to the "particle approach"
- listening + speaking + reading + writing + critical thinking --> interdependent skills
- skill transference --> "everything teaches everything else"
- builds on strengths of learner rather than deficits
- Goal: developing verbal, conceptual, literate and social fluency

ENVIRONMENT

(3.5.1.T.5)

- using small group interaction:
  - improves achievement and productivity
  - increases self esteem and self confidence
  - increases level of respect for culturally diverse classmates
- tasks should stress -> problem solving and higher order thinking

READING + WRITING + CONTENT

(3.5.1.T.6)

- emphasizes acquisition of language
- fosters interrelationship between concepts and language acquisition
- provides a context for language
- allows for academic language to develop

KEY FEATURES OF THE POWER MODEL

(3.5.1.H.1)

- The emphasis is on the process rather than the product. Teachers realize that language acquisition occurs through a series of recursive stages;
- Language learning is taught as an integrated whole using reading, writing, thinking, and speaking components.
- Oral language production is linked with writing instruction;
- Error correction is restricted to specifics which hamper communication. Students make progress if their incorrect efforts are handled constructively;
- New knowledge builds on prior experience. Semantic mapping can be a useful graphic organizer as well as an activator of prior knowledge.
- An environment of cooperative learning through sharing and conferencing plays an integral part activating prior knowledge;
- Activities and instruction are organized to promote success;
- Students retain ownership of products. Self-selection of topics, books, and other materials promotes personal ownership.
- Special times and spaces are provided for all aspects of language development;
- There is public access and use of students' products;
- Language development promotes content area learning.

SAMPLE POWER LESSON: WHOLE LANGUAGE ACTIVITIES FOR CONTENT AREA READING

(3.5.1.H.2)

A. Objectives:

1. to generate new information and to relate it to existing knowledge
2. to enhance vocabulary development
3. to organize information by grouping/clustering ideas

B. Level and Materials:

The following lessons are appropriate for third or fourth graders with a reading level between 1.6 and 2. The reading material was a selection on dinosaurs taken from a classroom text adjusted for readability level of the students.

C. Procedure:

NOTE: This activity is done over a period of three to five day periods. Teachers must begin each new day with a "warm-up" activity that refreshes the students' memory.

Step 1. The teacher shows pictures of dinosaurs in order to elicit comments and ideas from the students. These ideas are written on a transparency for further discussion.

Step 2. The teacher then reads the story to the classroom, pausing to encourage more student input. After the reading has concluded, the students form a "learning group" of three to four students to orally re-read the story taking turns until the selection is complete.

Step 3. Additional brainstorming with the entire class follows and new ideas are added to the transparency. Ideas confirmed in the story are retained. Any misconceptions are corrected at this time.

Step 4. The teacher then guides the students in clustering the ideas that relate to the story. With colored pens, the teacher separates the ideas to show the categories.

Step 5. The students re-tell the story in writing using their own words.

Step 6. Written re-tellings are shared with their learning group.

Step 7. Students use a checklist to self-correct their errors before conferencing with the teacher.

Step 8. The students are ready to write the final draft.

ASSESSING AND DEVELOPING LANGUAGE SKILLS THROUGH POWER: A PROCESS ORIENTED APPROACH FOR AT-RISK AND LEP LEARNERS

(3.5.1.H.3)

by

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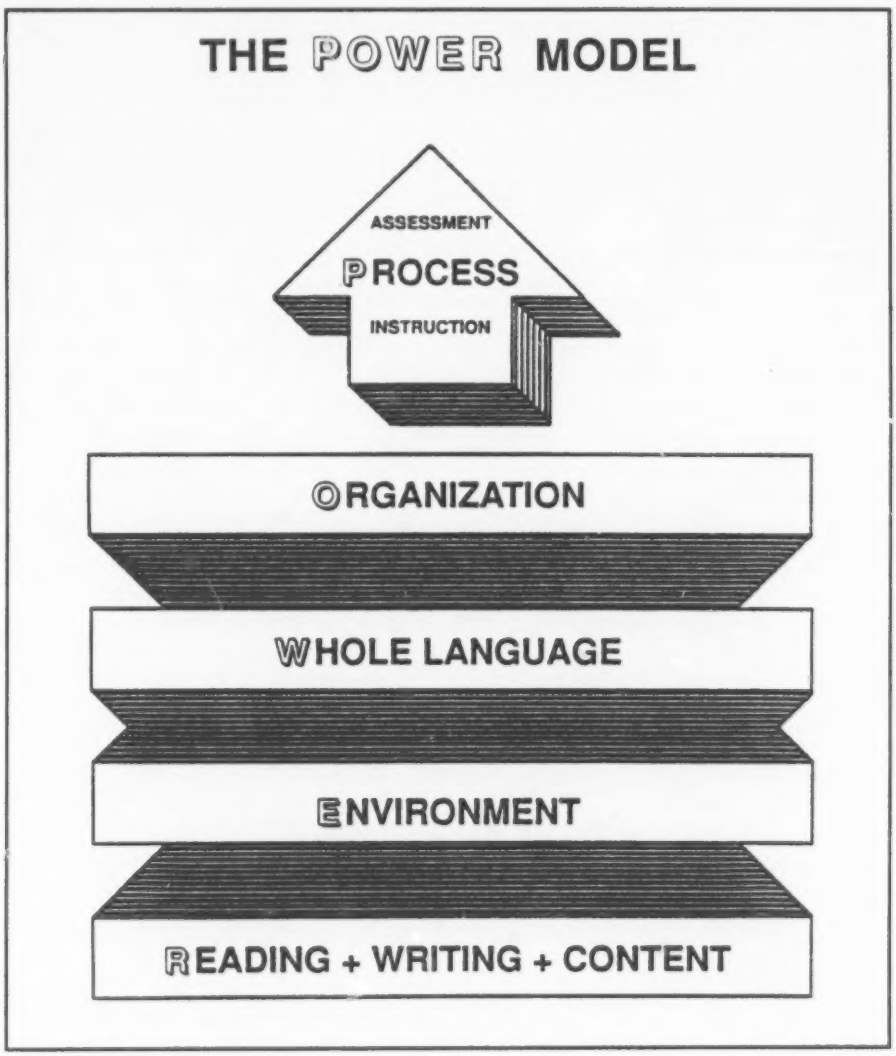
As the number of students for whom English is not the first language continues to increase, the per pupil revenues available for specialized services, such as special education, are declining (Weintraub & Ramirez, 1985). Because special education placement for limited English proficient(LEP) students is not an effective method for meeting the needs of students who are not successful in the mainstream, other options must be considered (Fradd, 1987). Instead of separating students with special learning needs, such as students who are mildly handicapped, the current educational trend is toward integrated services. The trend has been encouraged not only by a lack of financial resources, but also by the federal court decisions requiring school districts to search for more effective educational approaches than they have previously provided these minority language students. Instructional effectiveness beginning to be measured by educational outcomes, including student performance, attendance, and school completion rather than categorical and total expenditures (Fradd & Vega, 1987; Fradd & Weismantel, 1989; Gold, 1989).

Although literature on exceptional LEP learners is scarce, findings seem to indicate that these learners face several impediments to developing language skills and achieving academic success. Specific difficulties have been identified as being characteristic of mildly handicapped learners in general. Development of an instructional model to meet the needs of at-risk and handicapped LEP learners should take into consideration general findings regarding the learning needs of these students. The POWER Model for improving instruction for minority language students by integrating language assessment and instruction has been developed as a result of several combined efforts including a comprehensive review of relevant literature and empirical research with LEP students. Matching instructional and assessment approaches with the process of second language learning facilitates understanding the specific risks of at-risk and handicapped LEP students. An instructional and assessment model which fosters the development of second language skills by integrating writing with listening, speaking, reading, and problem solving has been developed and field tested in regular and special

education classes. This model, POWER, draws on selected features of five instructional approaches or movements currently being used in a variety of instructional settings. These features include process-oriented instruction, a whole language approach, cooperative learning, cognitive mapping, and reading and writing across the curriculum. Development and field-testing efforts have derived from instructional observations and practicum experiences through the implementation of the INFUSION teacher training project, designed to integrate bilingual/ESOL and special education instruction (see e.g. Fradd, Weismantel, Correa & Algozzine, 1988) and through empirical research (Padron & Bermudez, 1988; Bermudez &, 1989, in press). The POWER Model is displayed in Figure 1 and followed by an overview of the model and a brief description of these components.

FIGURE 1



The Process of Assessment and Instruction

Assessment is the first step in determining student's needs. Few school personnel, however, have been taught how to assess minority language students' proficiency in English, much less to determine their proficiency in their non-English language. The POWER model presents an informal process for assessing students' languages skills, in both written and oral contexts.

For LEP students, an interpreter who is trained in using an established criteria can obtain information regarding the students' performance in the non-English language. Results of students' performance in both languages can be compared. Such comparisons provide critical information, such as prior educational experience, personal interests, literacy skills, math skills, and vocational aspirations. In addition, there are specific language functions which form the basis for successful interpersonal interactions and academic achievement. These language functions can also be assessed informally through the use of the trained interpreter. An understanding of students' performance on each on the functions is important in developing both individual and group instructional plans. A description of the language functions which can be assessed appears on Table 1 (Halliday, 1978).

Obtaining the information in both languages used by the student is important for several reasons including enabling school personnel to become acquainted with the students. Frequently, when only English is used, students may appear uninterested or disoriented because they do not fully understand what is presented or what they are supposed to do. Carrying out similar activities in the non-English language may provide a more positive picture of the students' abilities than measurements of English proficiency alone. Students who are quiet or lack English proficiency may be viewed as being less competent than their English proficient peers, unless they are provided with opportunities to use their non-English language (Fradd & Weismantel, 1989). Assessment of language functions (see Table 1) requires active student involvement. Devising activities which enable students to demonstrate what they can do, to perform well, and to participate effectively many require both an understanding of the cultural variables influencing performance and the use of interpreters to assist in the development of activities and elicitation of performance.

TABLE 1

Language Function	Behavior Observed	Activity
Interactional	Student interacting with other students, initiating conversation. Their attempt to get along with others and the ability to take the listener's perspective.	Make believe situation where the students have to help a friend.
Instrumental	Asking for something not visible to the listener. What the student does to get things done. Ability to describe.	Ask the student for something that is not visible to the listener. The student will produce a description of it.

Personal	Student conveying their opinion on a matter. How they express feelings. Representation of their values.	Ask them about them-selves and their family. Present the situation ""Would you hit an animal with a stick?"
Regulatory	Student in charge of providing direction for the completion of a task.	Make a design with blocks of different colors, shapes, and sized. Give direction to the researcher so that the same design is produced without seeing it.
Heuristic	Student's way of generating questions in order to solve a problem. Exploring through questioning.	Interview a person that is going to take care of your pet while you go on a trip or visit a relative.
Imaginative	Student creating a story of its own. The use of language to create a new reality..	When given a situation, story starter, the student will create a story of its own.
Informational	Students showing descriptive cause and effective on a situation. How he or she communicates content.	Tell about a project. Give specific information about a concept learned in school

Performance does not necessarily equate with competence. There are many reasons for low performance on specific activities. Obvious reasons include the fact that the student has never been exposed to the activities and does not understand what to do. In addition, the student may be suffering from a variety of personal or family difficulties which impede performance. Viewing performance as separate from competence helps to maintain objectivity about the student's ability. When assessment and instruction become a recursive process, rather than a specific one-time-only measurement of achievement, school personnel can continue to observe the student and modify input to match student needs. Although the overall objective is to enable students to become proficient in English and to develop as academically successful learners, the development of English language proficiency and academic success may require the use of the other language until students become proficient and successful in English. Even for the average learner, second language support may be required for a period of time that extends from 4 to more years (Collier, 1987).

Student output can be monitored and measured as a key to determining the instructional level as well as the level of linguistic input required to develop English language proficiency and academic success. The process of developing English proficiency can be viewed as progression up a triangle. This conceptualization must be viewed as a developmental process, with age appropriate expectations and comparisons with monolingual peers. The use of the inverted triangle is a concept developed by the American Council on the Teaching of Foreign Languages (ACTFL) for use in their proficiency rating scale (Omaggio, 1986). This process has been modified for use with younger students.

The lowest point represents the amount of language which a beginning LEP student is able to produce. This usually small amount of language would

theoretically occupy little space within the triangle. As proficiency develops and students move from producing single words to short memorized phrases, to expressing themselves in original sentences, the amount of language produced occupies a larger portion of the triangle. Students producing single words and short memorized phrases are functioning at the **novice** stage. Students functioning at the novice level should receive input at the word or phrase level.

Creative use of language to solve personal needs is indicative of **intermediate** level performance. Intermediates function at the sentence level. Grammatical structures are not fully developed.

In order to be considered **advanced**, school-aged students must be able to produce well-developed paragraph size amounts of language. A second indication of advanced level performance is that language is grammatically correct in past, present, present continuative, and future tense. Minority language children younger than school-age would not be expected to produce grammatically correct utterances, since their English-speaking, monolingual age-peers do not always demonstrate well developed grammar at that age. A third qualifier of advanced level proficiency is that it is organized around a central concrete topic. Many culturally and linguistically diverse monolingual students may not be able to produce paragraph length oral language on a central topic. These students, along with LEP counterparts, may require developmental activities and experiences which will enable them to develop this level of proficiency. Developmental language activities and learning experiences are appropriate not only for limited English proficient students, but also for ethnically and linguistically diverse students who experience learning difficulties. When elementary-aged students are successfully able to perform at the advanced level, can they function in mainstream regular classes without assistance.

Students who function at a **superior** level are able to present ideas cohesively on a variety of abstract as well as concrete topics. Young students may not be able to discuss abstract topics, nor should they be expected to do so. Therefore, only students beyond fifth grade should be expected to perform at a superior level.

Whether they are functioning at a **superior**, **advanced**, **intermediate** or **novice** level, all students require interesting and motivating activities through which to develop language proficiency. Activities which provide a context for learning also provide the context for observing what students can do with language. The development of language skills can be seen as the development of a set of tools with which students can learn to think and to function in an academic environment. Providing students with a set of integrated learning activities enables them to display their skills and to expand their ability to use their tools effectively. Even young children can be provided with problem-solving activities which facilitate the development of heuristic and creative thinking strategies. The POWER model allows school personnel to organize the assessment and instruction process to promote success for all students. Suggestions for providing this instructional context are offered next.

The Organization of Instruction

Research studies focusing on the role of performance in second language have given way in recent years to those indicating a concern for the total process of learning, including problem-solving and critical thinking. More successful learners use sophisticated cognitive strategies that allow comprehension of the message, as well as monitoring of one's own language (Weinstein, 1978). Beyond the appropriate use of words and phrases in a second language, there are other skills that need to be mastered. These include the learner's ability to function in the second language by displaying behavior acceptable to the standards of the second culture. Therefore, language development is viewed as a series of interrelated stages and skills that involve cognition, behavior, and the affective domain.

Prior knowledge is central to comprehension and retention as learners use a system of networks to link new ideas to already existing ones. In addition, clustering related ideas facilitates comprehension of content area concepts (Bermudez & Prater, in press). Since learning disabled students have poor strategies for organizing verbal material, categorizing new material in their existing knowledge base becomes a difficult task (Sinatra, Berg, & Dunn, 1985). Consequently, structuring semantic maps facilitates visualization of conceptual relationships among parts and between parts and whole and enables teachers to observe how students are relating ideas and concepts.

Developing Whole Language

Research findings stress the strong interrelationships among the language arts (Goodman,Goodman, & Flores, 1979). Studies on the order and hierarchy of language acquisition, for example, agree that oral and written features of language are acquired in a virtually identical order (Baily, Madden & Krashen, 1974; Andersen, 1976; Fuller, 1978; Makino, 1979).

Whole language activities are those which support the use of all aspects of language (Newman, 1985). Students learn about speaking, reading and writing while listening; they learn about writing from reading; and gain insights into reading from writing. An integrative approach is a desirable alternative to a piecemeal approach to developing language skills and results in instruction based on the strengths, not deficits, of the learner.

Establishing a Productive Environment

A supportive environment is a critical element in effective instruction. Having exceptional LEP students work in dyads, or in small groups, has been found to be effective in developing longer and more complex final written products (Goldman & Rueda, 1988). A cooperative classroom learning environment facilitates learning and provides support through focused small group interactions.

Cooperative learning is a generic term that refers to a variety of strategies for incorporating focused group interactions in the classroom. Reviews of research have found that the use of cooperative learning strategies significantly improves students' achievement and productivity for a wide range of subjects

and grade levels (Bloom, 1984; Johnson, Maruyama, Johnson, Nelson & Skon, 1981; Walberg, 1984). This approach has a positive impact on a variety of other outcomes including self-esteem, respect for other group members regardless of ability, sex, or ethnicity, and race relations (Johnson, 1981; Slavin, 1983; Stevens, Madden, Slavin, & Farnish, 1987). It also facilitates learner interaction in a multicultural environment that ensures learning through an exchange of ideas and cultures.

Integrating the Reading and Writing Process Across the Curriculum

Reading has been traditionally used as a vehicle to transmit information in the content areas to LEP students. However, reading instruction is relegated to the English as a second language classroom when and it if happens at all. As a result, little or no additional assistance is offered to ensure students' comprehension and retention of content material. Generic reading and writing activities without adequate strategy instruction do not contribute to the comprehension and retention of text (Bermudez & Prater, in press). Furthermore, research indicates that writing activities should not be assigned solely to the language arts classroom. Rather, writing is a powerful tool for learning across the curriculum (Emig, 1977; Moffett, 1981,1988). The writing process is an act of discovery. No other thinking process helps us develop a line of inquiry so completely (Berthoff, 1978). This process enables learners to expand, extend, and develop their thoughts because they can see them. Because most exceptional LEP students are mainstreamed for a major portion of the school day, it is helpful to encourage reading and writing instruction across the curriculum to provide learners with a context for monitoring their own language production. An integrated approach has additional advantages. This approach emphasizes natural acquisition, not rote learning. It fosters interrelationships between concepts and language and provides a concrete context for language development.

Implications for Teacher Preparation

As a result of high dropout rates and other negative indicators of educational attainment, schools are beginning to seek alternative instructional strategies to promote literacy and higher order thinking skills. POWER, a process-oriented instructional approach, combines assessment and instruction to meet the learner's individual needs. Integrating the language arts, fostering a supportive learning atmosphere and developing language across the curriculum will significantly increase the exceptional LEP's opportunity to learn. In particular, emphasis on writing has become a central focus for intervention strategies, as this skill is a primary means through which knowledge is transferred and evaluated. Key features of the POWER model as they relate to the preparation of teachers who are effective in meeting the needs of at-risk and handicapped students are listed in Table 2.

TABLE 2

KEY FEATURES OF THE POWER MODEL

- emphasis is on the process rather than the product, as language acquisition occurs through a series of recursive stages;
- Developmental stages can be observed and assessed. Meaningful input based on this assessment information can be provided to facilitate cognitive and linguistic development;
- Language learning is taught as an integrated whole using reading, writing, thinking, and speaking components;
- Oral language production is linked with writing instruction;
- Error correction is restricted to specifics which hamper communication. Students make progress if their incorrect efforts are handled constructively;
- New knowledge builds on prior experience. Semantic mapping can be a useful graphic organizer as well as an activator of prior knowledge;
- An environment of cooperative learning through sharing and conferencing plays an integral part activating prior knowledge;
- Activities and instruction are organized to promote success;
- Students retain ownership of products. Self-selection of topics, books, and other materials promotes personal ownership;
- Special times and spaces are provided for all aspects of language development;
- There is public access and use of student's products;
- Language development promotes content area learning.

Advantages of the POWER model include providing the learner with instruction and assessment opportunities that will facilitate: (a) determining the learner's level of proficiency in two languages and developing instruction at the learner's productive level, or at a slightly higher level; (b) understanding and controlling the process of learning; (c) using the learner's strengths to facilitate further development of both language and concepts; (d) increasing social interaction and support in the classroom by working in small groups; (e) determining the learner's prior knowledge of the topic and relating it to new information; and (f) integrating writing with listening, speaking, reading and thinking. Since mainstreaming requires cooperation between exceptional LEP learners and their peers, particular attention to promoting a positive social-academic atmosphere is strongly advocated.

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MODULE 3:
SECOND LANGUAGE DEVELOPMENT AND INSTRUCTION

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